



## Cultivating Respect, Persevering, and Learning with Courage

### RE Policy

Our vision, “So in everything, do to others what you would have them do to you” motivates us to use our values in all aspects of our life. This policy has been written, reviewed, and applied with our values of courage, perseverance, and respect at its heart

#### Overview

The policy outlines the purpose and nature of how RE is taught in school and processes for its management.

#### Legal requirements

The legal requirements concerning the provision of Religious Education and an Agreed Syllabus flow, principally, from the Education Act 1996 (S. 375), the School Standards and Framework Act 1998 (SS. 69 and 71 and Schedule 19) and the Education Act 2002 (S. 80). Religious Education must be provided for all registered pupils in full time education except those withdrawn at their parents' request.

- RE must be provided for all pupils unless withdrawn by their parents
- The locally agreed syllabus must reflect the fact that “the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain”
- RE must be non-denominational; teaching about denominational differences is permitted.
- The Headteacher, Governors and Local Authority are responsible for RE.
- This applies to all children in Reception - Y6, but not to children in Nursery

#### School Expectations

- RE must be taught for a length of time equivalent to 1 hour a week. At least 50% of this time must be taught by the classroom teacher.
- Class teachers may choose to arrange their timetable so that RE is taught in a 2 hour block every other week.
- RE should be taught consistently and regularly to ensure that pupils retain both their learning about religion and their learning from religion.

#### Aims

The teaching of RE seeks to enable pupils to:

- Understand the nature, role and influence of different religions, traditions, beliefs and lifestyles in the world;
- Pursue personal quest for meaning, purpose and value
- Formulate reasoned opinions/arguments in relation to controversial issues and truth claims
- Develop understanding of and respect for different beliefs and lifestyle
- Develop a sense of a shared humanity and the diverse cultural experiences and expressions of this
- Have the chance to raise and reflect on perennial questions about life
- Develop an understanding of belonging to something bigger than oneself
- Be prepared for life in modern Britain through the promotion of British values

#### Schemes Of Work

The school follows the Discovery RE scheme of work which is compatible with the Oxfordshire Agreed Syllabus (2015).

- RE in the Early Years Foundation Stage supports the achievement of the Early Learning Goals through appropriate subject content, according to the needs of the children and the resources and expertise



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of the staff. Teachers in EYFS should have regard for the themes in the Discovery scheme of work when planning their RE, but do not need to follow the scheme in verbatim.

- Through the primary curriculum (Key Stages 1 and 2) the focus is on Christianity, whilst also drawing from Hinduism, Islam and Judaism, as well as non-religious worldviews, to provide appropriate depth and breadth to the exploration of the core questions and to meet the needs of the pupils. Reference to other religions, traditions, beliefs and lifestyles are used to illustrate specific points, to reflect world events, or to include those represented in our school.

### Teaching and Learning

The teaching of RE is expected to be creative and appropriately differentiated. Lessons should incorporate a range of teaching strategies e.g. debate, hot seating, role play, exploring symbols and artefacts, use of ICT, video clips, visiting speakers etc.

Evidence of RE learning may be recorded in whatever format is appropriate for the learning - for example in books, floorbooks, video recordings, photos.

### Assessment

See Assessment Policy

### Resources

The teaching of RE is supported and enhanced by a variety of resources including religious artefacts, posters, books, visits to places of worship and visitors from faith communities. Details on the location of physical resources and links to online resources can be found in the Staff Handbook.

### The role and responsibility of the subject leader

- To support and guide the classroom practice of teachers and support staff
- To ensure coverage, continuity and progression in planning
- To monitor and evaluate the effectiveness of RE teaching and learning
- To update documentation where necessary
- To produce action plans for the School Development Plan and manage the budget allocated effectively
- To liaise and consult with outside agencies where appropriate
- To prepare and lead INSET training as required
- To attend relevant training to develop CPD
- To regularly review the contribution made by RE to a meaningful curriculum

Approved by

Headteacher:

Chair of Governors:

Date for Review: November 2023